

SIERRA EDUACTIONAL NEWS

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Contents

Frontispiece—Looking Backward—Robert Bridges.....	558
Editorial—Arthur H. Chamberlain	559
Symposium—Industrial and Vocational Education—Richard G. Boone, Arthur D. Dean, G. Stanley Hall, Arthur L. Williston, Charles A. Bennett, Frank M. Leavitt, Benjamin R. Andrews, Meyer Bloomfield, Henry Turner Bailey.....	566
The Gardena Agricultural High School—J. B. Lillard.....	577
Arizona Happenings—F. G. Waide	580
Progress in Washington—C. C. Thomason	583
The Salt Lake Meeting, N. E. A.—Arthur H. Chamberlain.....	585
Gleanings	589
Our Book Shelf	603

LOOKING BACKWARD

Gird on thy sword, O man, thy strength endue,
In fair desire thine earthborn joy renew,
Live thou thy life beneath the making sun
Till Beauty, Truth and Love in thee are one.
Thru thousand ages hath thy childhood run;
On timeless ruin hath thy glory been:
From the forgotten night of loves fordone
Thou risest in the dawn of hopes unseen.
Higher and higher shall thy thoughts aspire,
Unto the stars of heaven, and pass away,
And earth renew the buds of thy desire
In fleeting blooms of everlasting day.
Thy work with beauty crown, thy life with love:
Thy mind with truth uplift to God above
For whom all is, from whom was all begun,
In whom all Beauty, Truth and Love are one.

Robert Bridges.

British Poet Laureate.

Editorial.

Lest some weary pilgrim to the city of St. Francis go-a-knocking at the door of our former dwelling and find only hollow echoes coming back to him from an untenanted sanctum, notice
OUR NEW HOME of removal is hereby given. The new headquarters of the California Teachers' Association are in the Monadnock Building on Market Street, San Francisco, directly adjoining the Palace Hotel. The office numbers are 473-477. Here also are the editorial and business offices of the SIERRA EDUCATIONAL NEWS. All correspondence should be directed to the Monadnock Building.

Members and friends are cordially invited to visit us when in our vicinity. The location is central. The Monadnock is one of the finest office buildings in San Francisco, being in the center of the hotel, business, shopping and theater districts. The SIERRA EDUCATIONAL NEWS is printed as before by the Bolte & Braden Company, at 50 Main St., San Francisco.

During the period from 1830 to 1870 much attention was given in the schools of the Nation to the teaching of oral reading. In the Southern States, oral expression has always been emphasized
ORAL ENGLISH and boys and girls have been taught to declaim. Throughout the country during the past four decades there has been a stressing of the English of the books. Emphasis has been placed upon written forms. Ability to write a clean cut and meaningful sentence, to choose words and to produce fit phrasing has been marvelously developed in the high school boy and girl. Those who believe that no advance has been made in the matter of written English during the past few years should make a study of the subject.

All this is as it should be. The value of written English is not here under discussion. The fact remains that all too little attention is given in the schools to oral English and expression. Young people are not taught to *think* upon their feet. Close reliance upon the text and the teacher with emphasis upon reproduction and imitation and "following copy" leads too often to lack of initiative and the development of ideas. Many times the student has nothing to express; or perhaps he is unaware of any ability to express himself.

In this present age men and women are required to "think upon their feet." If some of the time now given to the preparing of papers, to writing and re-writing, to substituting the proper form for an incorrect one, to finding out what an author *meant*, to writing pages that the teacher will throw in the waste basket without reading,—if some of this precious time were given to constructive oral work, the English of the schools would take on a new meaning.

Boys and girls are immensely interested in the *now*. Those who seem dull and stupid and whose English work is colorless, may be inspired through the medium of oral work. The story of a Saturday picnic; a vacation excursion; a visit to the town or the country, a manufacturing plant or a vegetable garden, told by a class member will furnish material for discussion; will give the student control of himself, power to portray in word pictures his literary ideas, and develop a vocabulary that will be needed in both written and oral work.

Oratory is not to be aimed at. Oral expression of the every day kind is needed. Those teachers who in the fifth to eighth grades and in the high school are systematically developing the oral English work are finding in the pupils increased interest, and better control and ability of expression in all lines of work. The review of a book either from memory or from outline upon the board is an excellent lesson for both student and class. And the teacher who gives attention to this oral English, may find that her own ability to read aloud with expression or to think logically upon her feet is not what it should be.

Dr. Irwin Shepard, for many years the permanent secretary of the National Education Association, has accepted appointment at the Panama - Pacific International Exposition.

DR. SHEPARD: Dr. Shepard will be associated with James
NATIONAL SECRETARY A. Barr, his position being that of National
Secretary of the Bureau of Conventions
and Societies, a post for which he is eminently qualified. Secretary Shepard's long and intimate acquaintance with associations, organizations and societies, not only of a national but of an international character, will render his judgment and service of the greatest value. Mrs. Shepard accompanies him to San Francisco. The Exposition is to be congratulated in securing Dr. Shepard.

The tendency in some high schools to "over-coach" is to be deplored. Endeavor is often made to develop boys and girls into professionals. Those who make up the debating team
 OVER-COACHING or who represent the school in the oratorical con-
 IN DEBATING tests are *over coached* and *teacher trained*. Indeed, the matter is carried so far in some high schools that the subjects for debate are chosen by the teachers without consultation with the students. An outline, full and detailed, is furnished by the instructor. Lists of references are compiled for the benefit of the debator before he has done any investigating on his own part. The arguments likely to be raised by opponents are placed before him and replies to these suggested by the teacher. Papers prepared by the contestant are torn to shreds and entire portions re-written for him. And finally, on the eventful night, the immature high school student stands before an admiring audience to deliver himself of a speech,—scholarly, finished, analytic. He is the mouthpiece of his instructor. Indeed, these high school debates are developing into contests in which teacher matches wits with teacher. Those who know the teacher can recognize his phrasing, his gestures, his arguments.

Just as in athletics there is needed a general training for the mass of students, rather than special work for a few only, so in debating and oratory, many pupils should take part. To be sure those most competent should represent the school in competition. But to place the words in the mouths of "babes and sucklings," to pose them as philosophers, is as educationally criminal as to feature an exhibit of children's work when all the finishing touches have been put on by the instructor. The student should be given assistance. He should be aided and encouraged and criticised and trained. But when, as is so often the case, the pupil passes through the hands of one group of teachers who determine subject matter of the debate, another who furnish the argument, another who work on diction and still another on voice and expression, the student loses his individuality.

Thought is of more value to the boy than ability to make a polished presentation, or an argument which *doctors* as yet all too little understand. A knowledge as to where to go for material, what to select, and how to arrange and use it is of the utmost importance. In

this, directions and suggestions are necessary. But the pupil should be guided not goaded. The argument used must be *his* argument. Teachers must cease to feel that when in a debate their pupils suffer defeat their own educational standing is lowered and their ability brought in question.

If the proper attitude were maintained and desirable methods used in preparing for debates there would be less cause for school authorities to challenge the decisions of judges and committees.

His 83rd birthday past on July 31st, at which time letters and telegrams of congratulation poured in upon him, and with his family members about his bedside, John Swett, JOHN SWETT PASSES Teacher—Author—Man, passed peacefully away at his Martinez home on August 22d. And as the news of his passing flashed across the country, many a man and woman paused at the desk, or in the shop, to see through misty vision that peaceful home at "Hill Girt" in the Alhambra Valley, where the "Father of the California School System" has been passing the ripened years.

John Swett was a remarkable man. He belonged not to California alone. When the article on John Swett, Teacher—Author—Man, by the present writer was reprinted and sent throughout the country, letters came pouring in from many educational leaders telling how pleased they would have been to have contributed to the John Swett article a word of appreciation. He belonged to the nation. And here in California and in the country at large, his work and worth will be more and more appreciated as the years go on.

His wife, who with him celebrated their golden wedding last year, was with him at the last. Sons and daughters were there,—Mrs. Mary Artidea of San Francisco, Frank C. Swett and John F. Swett.

The genial, kindly, far seeing, constructive John Swett is gone, but the life that he lived and the work he accomplished leaves with us all and with his family, only cause for rejoicing. Those at the funeral came not to "witness a tragedy, but to celebrate a triumph." His example and achievement are the heritage of the people. His work will last and his name will live.

Six of our most progressive states have thoroughly organized courses in industrial and vocational education. California has taken a long step forward in providing for a commissioner of industrial and vocational education. The excellent work already accomplished along industrial lines will be expanded and enriched under wise direction. The work in the elementary schools must be made meaningful. The vocational training of the secondary schools must connect with life problems. Real industrial processes must take the place of stilted manual training. Courses must be fitted to particular people in particular localities. Home economics and domestic arts for girls must receive attention. Agriculture and horticulture must be developed. Data must be gathered; pre-vocational courses organized. All this must be brought about with due regard for local conditions and a thorough knowledge of relative values as applied to the various lines of school work. The expenditure of vast sums of money will not necessarily bring the best results. Brief statements by some of the best authorities will be found in the symposium in this issue.

ARTHUR HENRY CHAMBERLAIN

There are many evidences of the rapid and steady growth of Arizona's schools. The teaching force has increased by about 7% over last year. The increase in the enrollment in all schools is 16%. Another sign of the times is the increasing number of teachers coming from points outside of the State and asking for examinations. County school superintendents may spend \$500 on Institutes. Boards are required to maintain schools for at least eight months in the year; longer if funds are available. Last year's report shows that on the average schools were open eight and one-fifth months.

An interesting piece of legislation has been passed which will allow the experiment with free textbooks to be made. All books will be called in at the end of the year and fumigated before they are given out again. The books shall always remain the property of the State. All books in use last year, and now usable, will be used.

Another piece of legislation which is of vital concern, particularly to rural high schools, makes provision for work in agriculture, manual training, domestic science, mining and other vocational pursuits if such

schools have suitable rooms and equipment. Instruction shall be free to all pupils of that district but other districts must pay a fee not to exceed three dollars per month for each pupil. In counties where practically all of the districts are rural a new plan has been adopted in the organization of a county union high school. This arrangement will not prevent any district or group of districts from organizing a high school independent of the county union high school.

Arizona has made a good start in providing for those of her teachers who have served her interests for twenty-five years or longer.

The sum of \$600 shall be paid in quarterly installments to all such teachers as an annuity for life.

PENSION FUND This is good for a beginning but it might be better policy to change from this plan to the sliding scale system, which would be a more equitable one for that teacher who had accomplished the most for the schools and had been in receipt of the highest salary. However something substantial has been done towards keeping within the profession men tried and true who might leave it for a more gainful and attractive occupation.

It is to the interest of the profession you teachers of Arizona have chosen, to the interest of your community and State and above all to

the interest of yourself as a teacher, to have regularly and always at hand a medium of communication with the members of your profession.

AN EDUCATIONAL JOURNAL No teacher with vitality and outlook can afford to ignore what is unmistakably the best means of keeping abreast of the times in educational happenings and progress, viz., a well-edited, well patronized journal of education. It has a special mission for you, you have a special duty towards it. We want to know *who* is really *who* in this particular realm of progress and it is to your advantage to make your work known to as large a field of readers as possible. Others want you to know what they have done that has proved worth while and they would like to share in your successes. Co-operation will keep you from following in the dust stirred up by the wheels of progress.

G. H. WAIDE.

At the hour of going to press announcement is made of the new State Board of Education for California, appointed by Governor Johnson. This lay board of seven members is made up of
NEW William H. Langdon, of Modesto, former District Attorney
STATE and Superintendent of Schools of San Francisco; Mrs. Agnes
BOARD Ray of Oakland, a woman who has done much for education; George W. Stone of Santa Cruz, former Mayor; Lawrence W. Chenoweth, manager of the Bakersfield "Echo"; Mrs. O. Shephard Barnum of Los Angeles, one of the leading educators of the state and prominent in women's national organizations; C. F. Clark, editor of the Riverside "Press"; Charles Stern of Eureka, a leading business man of the northern section.

No section of the country is, in relation to its population, showing a more marked development than is the Southwest. Arizona, since entering the sisterhood of states, has made tremendous
THE "NEWS" progress educationally. Her state university is reaching
IN ARIZONA out to all the people. Her two normal schools are maintaining high professional standards. Her secondary and elementary schools are modernizing and enriching their courses of study. Her country schools are becoming community centers. The teaching force of Arizona, drawn not alone from the schools of the state, but from the best colleges and normal schools of the East, is noticeably superior.

The SIERRA EDUCATIONAL NEWS is now to become the official educational organ in Arizona. Dr. F. G. Waide of the department of history and education at the State Normal at Tempe, will handle the Arizona interests in our columns. Dr. Waide is familiar with magazine work and is in active touch with all the educational activities in his section. This arrangement should prove of mutual benefit. It will keep readers in California and in other parts of the country, in touch with the Southwest. It will bring to Arizona the best thoughts of leading educators, east and west. It will tie together localities whose educational problems are similar and whose ideals are shaped toward the same end. A similar arrangement with other States is in prospect. A magazine of larger scope should meet the needs of a given locality better than would a local publication.

ARTHUR HENRY CHAMBERLAIN

Symposium.

Industrial and Vocational Education

A CHAPTER IN THE VOCATIONAL EDUCATION MOVEMENT IN CALIFORNIA

RICHARD GAUSE BOONE
University of California

LET it be conceded, at once, that, among the most thoughtful educators even, and employers of labor, there is a good deal of confusion in thinking about training for occupations. Just what shall be done, in what order, and how it is all to be related to our general education scheme, no one seems to know; at least the writer. The wholesome condition is that so many devoted people are working upon the problem. Certain conclusions stand out clearly.

Primarily, any industrial education offered by California schools must be made an organic part of a state-wide system, and not an independent provision for one class from which others are barred. It must be open to all, and receive like recognition with other subjects.

In a state-wide application, it should be comprehensive of all occupations having social import, and all worthy interests. In each neighborhood it should find its chief stimulus in local industrial needs as being of state concern. There is no special virtue in any vocational training for which there is no recognized need.

Any helpful occupational training implies personal participation in, not merely preparation for some industrial activity that is, or may be made, commercially profitable. Any such training worthy of the name means not merely studying about an industry, but practice in it. Ample provision must be made for actual work as a basis for its understanding.

For California, vocational education means making industrial progress the object of conscious, positive effort. To this end there is required the co-operation of employer, employee and the school; the employer, to prefer such trained help; second, the employee, to find the training profitable and holding; third, the school, disposed to fit the work to real needs and social conditions. To accomplish these purposes there will be needed a vigorous campaign of education with all three classes.

No eager adoption of ready-made courses in industry, or in any selected industry, or hastily prepared plans, in ignorance of the economic and social conditions, and the occupational opportunities offered, will meet our present wants. In the present situation California is at the opening of new paths. The first care should be that no troublesome blunder is made whose correction might require years.

There should be the purposeful convergence of moral, social and vocational purposes, to do for all what is now done (through the higher cultural courses) for the professionally minded; to do for all adolescents what is now done (through humanistic studies) for some adolescents; and to do for pre-adolescents destined to short courses, what can be done with their immaturity, to put them on their feet industrially.

VOCATIONAL EDUCATION

ARTHUR D. DEAN

Chief Division of Vocational Schools, New York State

IF special aid is given in your state for Vocational Education, the amount of said aid over and above the amount apportioned toward the support of general education clearly implies that provisions for vocational instruction have been written into the education law of the state for distinct and definite purposes apart from those of general education. Vocational education differs from the general education of the ordinary school in that its controlling purpose is to fit its pupils to a greater or less degree, for certain forms of profitable employment in the industries, in agriculture, and in the household.

Vocational instruction is not primarily to be given with the idea of holding children in school. All shortcomings of a scheme of general education are not to be corrected by merely establishing vocational schools. If certain methods of instruction prevalent in vocational education, such as correlation of subject matter, adaptation of instruction to the child's interests and needs, the use of smaller class units, and concrete activity work are worthy of adoption as a part of general education, they should be taken over without expecting special state aid under an act of legislation which provided for vocational instruction. Neither is a vocational school any more than any other public

school, intended for naturally backward or defective children. It is an insult to labor and its workers to fill these schools with failures, abnormals, and child derelicts. Neither is it to be assumed that certain children are hand-minded and are therefore to attend a vocational school while those who appear to master the present textbook study are obviously book-minded and are to continue their schooling on traditional lines. It is reasonable to assume that all normal children are concrete-minded and that they can more successfully master lines of study which relate to their experience, to their environment, and to their future needs. It is reasonable to expect that all children will acquire in their school life some practice in the activities connected with industry, agriculture or household arts. It is not reasonable to expect that the state can give special aid for instruction in these activities unless their dominant aim is preparation for successful wage-earning in the callings growing out of these activities.

VOCATIONAL GUIDANCE

G. STANLEY HALL

President Clark University

VOCATIONAL guidance may be approached in two ways, one by a very careful study of the qualities which the various businesses in the locality desire in the boys they first take in. This I believe to be very important and should be done very seriously and methodically. Business men can be readily made to see that it is for their advantage as well as for the real public service they are rendering to take pains to describe just the kind not only of brain qualities but of moral traits, habits and temperaments they want. The other way of approach is to study the boys by methods which will for some time be further developed on the basis of the Binet tests and it may be by some of those which Munsterberg has lately attempted to describe in his book, or such as Puffer seeks to do by the careful, experienced but more intuitive study of individual boys. Thus not only careers can be saved but if we can make a fit between the boy and his job we do one of the greatest works in efficiency that is in sight.

I would see boys especially in the great centers of industry trained

very much more with reference to their probable future career. I have in mind certain mining centers where 90 per cent of the boys will eventually work in the mine. I would have schools in such regions give them as much special knowledge as is practicable that will be of service to them in their lives. I suppose nine-tenths of the energy and ability of this country goes into what we call business. It is our great school of character, intellect and health and I should consider the vocational movement in education to have already almost junked the old manual training courses. What we now want is curricula that are wrought out with very detailed special study to the agricultural, manufacturing and commercial demands. Self support is the most important of all things for the boy and the condition of other good things. Let us not forget, however, that we cannot lay down a vocational course in a superintendent's office, but it must be worked out with the greatest care, detail and labor and differ for every community.

THE NEED FOR INDUSTRIAL SCHOOLS

ARTHUR L. WILLISTON

Principal Wentworth Institute, Boston, Mass.

THE type of schools that America most needs at the present time to reach out and make complete her facilities for the education of all the children of all the people are *industrial schools*.

By this term "Industrial Schools" I mean schools that teach the practical things of agriculture to boys who would earn their living on the farm; schools that give useful instruction in the things related to commerce to those who would enter commercial pursuits; and schools that develop mechanical skill and technical knowledge of mechanical trades and all branches of industry in those who have the inventive faculty and mechanical aptitude and who wish to earn their livelihood in industrial pursuits.

The United States is already well provided with schools where boys and girls may get an excellent general training. Many of these give good preliminary instruction in manual training, but, as a rule, only of a general kind. Just as soon as a boy—or a girl—wishes to make himself or herself thoroughly proficient in any particular kind of

work, he usually finds it impossible. He will find schools where a good general foundation may be laid, but too often this proves of little actual benefit because no direct pathway is open for him to obtain the high degree of skill, efficiency and practical knowledge that is being required today everywhere in modern industry.

The need for such schools as I have described, headed squarely toward the principal life vocations that American boys and girls are entering, is far greater than has been realized, and the splendid opportunities that such schools might offer to hundreds of thousands of young people in our country are, as yet, but half understood.

If a young man wishes to become an engineer or wishes to enter any of the other learned professions, he finds his path plainly mapped out for him. It is broad and straight. It leads from the primary school directly to the college and professional school. In contrast now consider the difficulties that surround the boy who is forced by circumstances to leave school early but who aspires to become a highly competent and efficient artisan. This boy realized at an early age that the instruction offered in the public schools of the ordinary type can help him but little. Consequently, he is apt to lose interest and leave school at an early age. He hunts a "job." He is not old enough to secure employment even as an apprentice, he has no one to wisely advise him and no one to find suitable positions for him. He knocks about from one thing to another wasting three-fourths of his time in work that gives him small pay and little useful experience.

If he is keen enough and if in his young head there happens to be enough mature judgment to tell him exactly the kind of experience he needs, it is entirely possible for him to try one job after another until he obtains all the different kinds of experience that he needs to make himself a competent mechanic. In one job he learns how to lay floors, perhaps, in another rough framing, in another how to hang doors, etc.; but consider the time wasted, the errors made, and the difficulties encountered.

Why should this boy, who wishes to be a superior workman, be expected to put together, like a patchwork quilt, the bits of information and experience that are needed to make him an efficient worker in society, and do this without direction and without guidance of any kind?

I might continue with illustration after illustration describing the difficulties of boys and girls who wish to make themselves useful workers in society, but in every instance the story would be substantially the same.

Fortunately our leading educators are fast coming to realize this and throughout the country there is a movement that is making rapid progress, which aims to relate school instruction with the practical realities of life so that students may become qualified as highly skilled workers and so that they also may acquire the habit of reasoning in terms of their life occupations; may be able to adapt themselves to new conditions, may develop initiative, and thus be enabled to help in devising new implements and new processes, and do their share in uplifting their callings.

A DEVELOPING INDUSTRIAL SYSTEM

CHARLES A. BENNETT

Bradley Polytechnic Institute

WE may think of the campaign for vocational education as having three stages, namely, (1) arousing school officials and teachers to appreciate the great need of practical education; (2) determining just what ought to be accomplished; (3) making additions and adjustments in the school system to produce the desired results. We cannot safely assume that any one of these is now entirely a matter of the past, yet in general we seem to have reached the third stage. The big problem today is the same as the big problem of the past in this respect: That it is an effort to keep the actual work of education abreast with our ever-expanding ideal of education in a democracy that is constantly developing. It is a mistake to think that any static system of schooling, past or future, will meet the needs of a virile, progressive state or nation. The educational system of our grandfathers must give way; the German system of industrial training cannot be successfully transplanted in America; the kindergarten system is undergoing a marked change; the Montessori system is suggestive rather than conclusive for American teachers; the manual training high school is expanding. When the educators have clung to

a static ideal they have failed to keep up with a growing demand. We must think of the ideal scheme of education, then, not as a fixed system, but as a changing, expanding, growing, developing, organism, constantly reaching out in beneficent service without reference to whether that be essentially cultural or vocational, academic or industrial, disciplinary or practical. The effort should be to get the comprehensive ideal, and then work out the details of organization and teaching.

Among the details that are calling for present attention are the following: How to make an old-time academic teacher function effectively under the new ideal; how to train the right kind of teachers fast enough; how to rejuvenate an old-line classical school so that the results may be vocational as well as cultural; how to give effective vocational instruction to selected pupils of elementary school grade without disrupting the school system, and at the same time maintaining its essential unity; how best to enable the school to follow the boy to the factory, the store or the farm, or to bring the working boy back to the school.

WHAT IS INVOLVED IN THE MODERN CONCEPTION OF INDUSTRIAL EDUCATION

FRANK M. LEAVITT

University of Chicago

INDUSTRIAL education means a complete scheme of education for industrial workers, particularly for the rank and file. The movement is, perhaps, more sociological than pedagogical, but it is a part of the general progress toward universal education. The demand for industrial education has come most insistently, however, from manufacturers and other employers, which has given the impression that self-interest is inspiring the movement.

On the other hand, social workers and students of education have come to believe that great social improvement can be brought about by giving, to the right people, the right kind and right amount of education in those activities which are closely related to industrial life. If this be true, industrial training is brought over into the realm of general

education, and any adequate form of industrial education will greatly increase school attendance and general culture.

The most important phase of the question now under discussion is whether industrial education shall be provided by a separately organized system of schools, or shall be added to, or incorporated into the existing public school system. A strongly developed movement is under way throughout the country to secure the establishment of a separate system; and it must be admitted that the demand of the advocates of a separate system is not wholly unreasonable.

Industrial education is essentially a type of secondary education and should be available for children entering upon the secondary period of their development. The traditional secondary school is, or until recently was, the most conservative unit of the school system. This conservatism arose, not so much from the domination of the college, through the entrance requirements which it imposed, as from the type of teachers which it furnished for the high schools. These were mainly teachers of subjects, rather than teachers of children, and they succeeded in making the introduction of any new subject, especially any subject which did not lead to college, extremely difficult.

The advocates of the separate system profess to believe that this opposition within the school system is so great that the only way to establish industrial training is to inaugurate a distinctly new type of secondary school, with new entrance requirements, new methods of instruction, new qualifications for teachers and new purposes, leading toward new or different destinations for their pupils. It is my belief that much of the above separation, especially that as to purpose, method and destination, is essential to the success of industrial education; but that this separation can be accomplished without establishing new systems of administration and control. There are numerous and conspicuous instances of school boards establishing, for the conduct of these schools, new rules and regulations regarding admission, distribution and instruction of pupils, and the selection and certification of teachers, to make it absolutely certain that no separation of control is essential.

For the continued success of the newer type of school, as well as for the preservation of such democracy as already exists in the present

system, it is absolutely essential that all types of public education be administered by one authority, be supported from one treasury and be held as equally necessary and as equally dignified in the eyes of the general public which they serve. I believe it to be among the important duties of all educators to combat in every reasonable way the domination of this movement solely by the employing interests, especially by extremely wealthy corporate interests. I believe that this can be done most effectively by insisting at all times that our public schools must address themselves to serving the needs of that fifty per cent of our school population who to-day do not have the benefits of even a year's work in a secondary school.

So long as the present plan continues, of organizing our schools upon an eight-year elementary and four-year high school basis, educators should advocate what is now termed "pre-vocational work." That is to say, the vocationalizing of the education of some children should begin in the seventh and eighth grades. Because we cannot hope for some years to come that the majority of children will remain in a full-time day school beyond sixteen years of age, the high schools should offer short vocational courses which are not planned to lead to college.

By the introduction of industrial, agriculture, commercial and household education, we should reasonably hope to hasten the day when every child will spend at least two years in a secondary school of some kind.

A STATE SYSTEM OF HOUSEHOLD ARTS EDUCATION

BENJAMIN R. ANDREWS

Assistant Prof. of Household Economics, Teachers' College, N. Y.

CALIFORNIA is taking an important forward step in providing direction to its industrial and vocational education through the appointment of a state commissioner in charge of this particular field. This includes, I assume, education in domestic science and for the home. There is not a more vital educational need today than the development among our people of ideas and ideals to control the home life of the future. The old monarchical type of family has broken

down; we are just now in a distressing period of instability in family life when individualism seems rampant; new sanctions for the family as an enduring democratic union must be found in its significance to the adult man or woman who enters upon matrimony, in its meaning for child life, in its relation to the transfer of culture from one generation to the next, and, primarily, in its biological and racial function. A state system of household arts education must spread ideas of a sound family life among our people; it must reach boys as well as girls in the public schools; it must provide evening classes and day continuation instruction for working girls and young matrons respectively; it must furnish an adequate plan of moving schools of home-making to reach small communities and rural districts, and as well popular bulletins for housewives and correspondence instruction; the consultant housekeeper will soon be a feature of this national home-making campaign, going as a visiting teacher to the homes of immigrants in cities, and working as a field agent in country homes. California has a great opportunity in its new commissioners. Let industrial education be interpreted widely enough and wisely enough and it will be given as a great agency for enriching the spiritual life of our people. It will be a sorry sort of teaching regarding the home which does not pass beyond cooking and sewing, important arts as they are. The world's most important vocation, from the first, and to remain most important, while human beings exist, whether judged by the cold hard facts of reason, or by man's appreciations and sentiments, is the vocation of the home-maker. Let this vocation have liberal attention in California's plans for educational and social progress.

SOME FUNDAMENTALS

MEYER BLOOMFIELD

Director Boston Vocation Bureau

THERE is no guarantee in vocational education that it may not lapse into academic routine. Educational history proves this.

What will save vocational, as indeed all other forms of education, is incessant contact with every-day life.

Vocational instruction that is worth its salt is never an imitation of something carried in some other place. Every locality must under-

take it with a freshness based on thorough understanding of its own needs.

Several propositions are recognized as fundamental in the best vocational enterprises:

1. No trade instruction should be undertaken without a preliminary survey, carried on by competent investigators, into the needs of the local industry.

2. The pupils of a vocational school should be given varied opportunities to try themselves out before they commit themselves to a special course. Self-discovery is the vocational first step.

3. The vocational school must be free of the familiar academic fetters and demands. Such school must be sensitively adjusted to the capacities, needs and problems of the children, instead of forcing them to fit the school scheme.

4. The trade training for girls must be treated just as seriously as that for boys. Woman is in wage-earning life to stay, if she wishes to. Her economic protection is just as important as is that of the boy, although home-keeping may be the ultimate occupation of many girls.

5. The vocational teacher must be more shop-man than school-man. He, more than the equipment, makes the school vocational.

6. The efficiency tests of the competitive world are applicable to the vocational school.

7. And finally, the industrial careers of the vocationally-trained children should be carefully followed up, because the business of society is not so much to fit men for jobs as to make jobs fit for men.

THE COMMISSIONER AND THE DUTY

HENRY TURNER BAILEY
Editor School Arts Magazine

NO single act of the state legislature would be likely to do more for the promotion of sound industrial and vocational education in California than the appointment of a first class specialist as an official of the state board of education. Such an official should be chosen solely for his specific ability, and his office should be absolutely

independent of political control. Such a man would make it his business to bring to the state the very latest and most reliable information concerning his specialty. He would go about the state promoting an interest in industrial and vocational work. He would discover the best that is being done already and make the knowledge of it common property. Knowing that "It takes all the folks in the world to know all there is known" he would not seek to saddle upon the teachers of the state any hard or fast theories or systems of education or any ready-made courses of study, but he would use his influence to secure the heartiest co-operation from every earnest teacher and gather every scrap of useful information, to give the result of every successful experiment, and to make it a part of the common stock of knowledge. He would be the strong friend of every boy and girl and of every teacher in the state. He would have an eye single to the interests of his constituency. Such a man would do an incalculable amount of good in California.

President Swain of the N. E. A. has announced the list of appointments to complete the membership of the commission of the N. E. A. that is to have charge of the International Congress of Education to be held in conjunction with the 1915 meeting. The committee: Stratton D. Brooks, president of the University of Oklahoma; Martin G. Brumbaugh, superintendent Philadelphia schools; John W. Cravens, registrar Indiana University; David B. Johnson, principal Normal and Industrial School, Rock Hill, N. C.; Pres. Chas. H. Keyes, Skidmore School of Arts, Saratoga Springs, N. Y.; A. C. Nelson, State Superintendent of Public Instruction, Utah; John H. Phillips, superintendent of schools, Birmingham, Ala.; Henry S. Pritchett, president Carnegie Foundation; Frank Strong, chancellor, University of Kansas; Pres. Benjamin Ide Wheeler, University of California. This committee will work in conjunction with all living ex-presidents of the association, the past and present U. S. Commissioner of Education and the executive committee of the N. E. A. The U. S. Commissioner of Education is ex-officio chairman, and the secretary of the N. E. A., ex-officio secretary of the commission.

THE GARDENA AGRICULTURAL HIGH SCHOOL*

J. B. LILLARD

Principal Gardena Agricultural High School

THE city of Los Angeles has eight high schools, and although all are cosmopolitan in their courses of study, each has an individuality of its own and stands for certain very definite things in education. The theory of the Los Angeles High School system is to give to the largest possible number of boys and girls a comprehensive general education and to those specially interested in definite lines of work, a thorough training which shall be not only cultural but useful. The function of the school is to prepare for life and citizenship and to teach responsibility, industry, and high ideals by practicing them in a concrete way; and in the specialized studies of each high school there is being worked out a definite relationship between pupil, school, and life. One school specializes in the classics, one in technical work, another in marine biology, and so on. The Gardena Agricultural High School, as its name indicates, lays special emphasis on the study of agriculture.

The study of the principles underlying such subjects as mathematics, foreign languages, English, history, commercial work, drawing, music, and household economics does not differ in the different high schools. The greatest difference is in the choice of illustrative material which, to be effective, must be related to the pupil's past experience and, wherever possible, to his future work.

But even in these traditional studies the needs of the pupils in this high school have brought about some new adaptations of old ideas. The Current English Class was organized this year to meet the demands of boys who do not find what they want in the regular classroom study of English; and this, too, in spite of the fact that we have laid special stress on what has been called the "systematically synthetical," or appreciative, instead of the "intensely analytical" side of English literature. Working on the theory that the ability to use and understand good English, to discriminate in choice of subject-matter, and to get a larger view of life is gained by reading and understanding modern thought as expressed in newspapers, magazines, and books, the class has taken up with pronounced success the new work. The present class is composed entirely of boys. Their reading ranges through

scientific subjects, inventions, politics, general news, and what not. Their growth in literary expression is gained through debates, speeches, activity in school enterprises, and informal discussions. The class publishes a weekly paper called *The Lark*, edited entirely by the boys who gather up school news and report it in terse, intelligible, correctly-spelled English. The results of this class work have been very gratifying, and it will undoubtedly become a permanent part of the English department.

The Household Economics Department branched out last year from its regular work to include a class in plain camp cookery for boys and a Home Economics Club for girls; this year it has undertaken the management of a cafeteria, in which the domestic science girls do the cooking and serving of two or three dishes each day.

In 1912 the school presented a light opera "In the Days of the Padres." In 1913 it attempted a more ambitious production, "A Merry Masque of May," an extravaganza, for the Agricultural Festival. Both were original productions in every sense of the word; and great credit for their success is due the English, drawing and design, physical training, and household economics departments, and particularly the music department.

It is in its agricultural work that this high school has reached its unique position in the Los Angeles system, and if there is any significance in numerous letters of inquiry and the reports of educational experts, it has become well and favorably known all over the United States. Farming is becoming one of the foremost means of solving the problems of living in our nation, and the study of agriculture carries with it not only the physical, chemical, and biological problems of soils, animals, and crops but the economic problems of transportation, supply and demand, buying and selling, and the sociological problems of laborer and employer. The boy who takes up agriculture may not become a farmer; but the subject serves as a center around which to focus much of the history of the past and many of the problems of the present; while for those who eventually become workers along this line these studies will have been a practical training for real life. Many of the subjects usually taught in manual training and science courses have been adapted to correlate with the agricultural work. Although

the manner of presenting them is for a certain definite purpose, the underlying principles are, of course, unaltered.

The subjects included in the agricultural department indicate its range; they are vegetable gardening, ornamental gardening, horticulture, soils and fertilizers, agricultural botany, economic zoology, animal husbandry, poultry culture, dairying, farm crops and management, rural law and economics, and farm accounts. The department of farm mechanics works directly with the department of agriculture in actual construction work; the subjects comprise carpentry and cement work, blacksmithing and plumbing, and agricultural physics. The boys have built the forge shop, the dairy barn, helped on the main barn, constructed chicken houses, lath houses, and so on. The physics class deals, among other things, with gasoline engines, farm machinery, irrigation problems, and the like.

The principles that have governed the conduct of the entire agricultural department have been three: first, there must be a minimum of theory and a maximum of practice; second, the work done must be of real utility whether in the gardens, on the farm, or in the construction of buildings; third, the small amount of waste in materials and possible crudities in the finished products must not be considered against the growth in the muscular, mental, and moral power on the part of the boys themselves.

The principles that have governed the conduct of the school as a whole are that the needs of the individual boy and girl are more important than any particular study or course of study, and that any subject, whether cultural or vocational, is worth while if through it the pupil finds self-realization.

* Written for the annual *El Arador*.

Supt. Ella Flagg Young of the Chicago City Schools who recently tendered her resignation to the board of education, has finally consented to remain. The board refused to accept her resignation. She was importuned by individuals and societies to reconsider and every effort made to induce her to stay in office. It is evident that the Board of Education has conceded any points of difference and that Mrs. Young will be the actual head of the schools if she remains. She has done much for elementary education in Chicago.

ARIZONA HAPPENINGS

G. F. WAIDE

State Normal School, Tempe, Arizona

AS a result of the strong arguments and untiring zeal of President A. J. Matthews of the State Normal at Tempe, Arizona has been enabled to have one of the most attractive headquarters at the recent meeting of the N. E. A. Many favorable comments were made about Arizona's enthusiasm and interest in this annual gathering. Among those who were present to speak for the educational interests of the youngest state were State Superintendent C. O. Case, President Matthews, Superintendent John D. Loper of Phoenix, Superintendent H. O. Robertson of Mesa, Miss Kate Terrell Ellis of Phoenix, and Principal Nash of Thatcher Academy. President Matthews, who has represented Arizona on the Board of Directors for over fifteen years, is succeeded by Superintendent Loper. Miss Ellis was appointed vice-president of the Kindergarten Department of the Association.

The graduating class of 1913 of the University of Arizona, numbering seventeen, was the largest in the history of the institution. Former Governor Sloane delivered the graduating address.

New courses along lines preparing students for teaching in high schools will be started at the university this year. Methods courses will be given in German, in history and civics, in social service by the Economics Department, and one in mathematics. Another course of general interest and yet of great cultural value to all students will be given by Mrs. Newsome in the history of painting. The library has a splendid collection of references, photographs, and prints. Painting in the period of the Renaissance will provide work for an intensive study. Among the new features of the past year making for a stronger school and a livelier school spirit the following deserve special mention: Extension Lectures, a fuller University Week, the Social Service Club, the Y. M. C. A., and a student band.

A new bulletin entitled "Dry Farming in the Arid Southwest," by Prof. Clothier, is very much sought after just now. It is a record of the experiments of the university in the Sulphur Spring valley in the southwest part of Arizona at an altitude of about 4,000 feet. Prof. Clothier has reached the conclusion that what is called "summer fallowing" has no value for this section of the country.

The year 1912-13 was a banner one for the Tempe Normal. The increase in attendance was thirty-three per cent. The graduating class, the largest in the history of the school, numbered fifty-two. The class of '14 gives promise of at least sixty. More courses, more dormitories, more teachers is the note everybody hears around the Normal. The new year brings some changes in the faculty. Noteworthy is the creation of the office of assistant principal and the appointment of Prof. F. M. Irish of the Science Department to the new honor. There will be an addition of two teachers to the faculty of the Training School. A reconstructed course of study allows more electives and a greater scope of work. New work is planned in the department of Agriculture and Manual Arts. The course in English under Prof. Felton has been reorganized and very much strengthened. More attention will be given to fitting studies to the student than to fitting the student into the course of study. A new girls' dormitory of cement and pressed brick construction, thoroughly fireproof and costing \$35,000, is now being erected and will be ready soon after school opens. This is the first unit of a group of five, which will be uniform in size and style and be built around a patio. The new Industrial Arts Building for Manual Arts, Home Economics and Drawing, to cost about \$90,000, will be started in September and be ready for occupancy September, 1914. It will be the finest building of its kind in the Southwest. The annual catalogue is a very creditable piece of work. Very definite information about all the work is given, as well as a splendid idea of the school plant and its attractions. Send a postcard to the president for a copy.

The Northern Normal at Flagstaff has had a very successful summer school. Students came from every county, making a total enrollment of 128. A noticeable feature is that seven students came from other states. The school got an appropriation of \$90,000 from the last legislature for buildings. This sum will erect and equip a girls' dormitory, a boys' dormitory, and a heating plant. The enrollment of the regular school has increased two hundred per cent in the last four years which speaks well for the efficient administration of its president, Dr. R. H. H. Blome.

The county scholarship students at the University last year have not only been a credit to themselves and to the university, but have shown also that the legislature rendered aid in a very worthy cause. Aside from the pecuniary benefit which the scholarship brings, it is a distinction well worth trying for at the beginning of one's college career.

The schools of Winslow, under the able supervision of Superintendent Cornelius are making rapid strides. The high school, owing to a recent endowment of \$2,600 by the state, has put in a splendid equipment and is on a par with any in the state. A full four years' course of study has been scheduled. It is especially noteworthy that out of a faculty of seven, five are specialists and hold degrees from the best of the Middle States colleges.

Superintendent Scudder of Glendale is to be congratulated on having organized for his high school what no other high school in Arizona and not many elsewhere have obtained. This is a department of music. It is intended to graduate students from this department just as for work pursued along the regular lines. Lessons are private and work will be graded as in any other subject.

Douglas has set a good example in school work by letting the contract for a school building to the Manual Arts Department. The supervisor of the Manual Training Department and his assistant secured the contract for the new school building (modeled after a modern flat) to be devoted altogether to household economics. An interesting feature is the fact that six boys of the department have been the real workers, doing everything from putting in concrete foundations to electric wiring. The tax payers have been saved about \$2,000 on the contract.

Arizona spent last year about \$300,000 in new high schools. Globe is to have a new \$75,000 high school this year.

The members of the Training School faculty of the Tempe Normal spent a profitable and enjoyable vacation at the summer school of the University of California. Advanced work in methods engaged the attention of most of them, while others did research work in pedagogy and anthropology.

Arizona is to try for the first time the plan of supplying text books to the primary and grammar grades. The books shall remain the property of the state and wherever possible will be used again. The

number of text books needed is about 262,000, for which the state will pay approximately \$90,000.

A new feature of the State Fair this year will be a series of football games between some of the high school teams of the state. Tucson, Phoenix and Prescott will be represented, and perhaps others. These games will be under the supervision of the Executive Committee of State High Schools.

PROGRESS IN WASHINGTON

C. C. THOMASON

Olympia, Washington

WATERVILLE, Douglas County, Washington, has a project under way for uniting a big farming community in an effort to bring scientific knowledge, social advantages, and vocational training home to the farmer and his family which will be followed with keenest interest by all who are interested in the problems of education and country life.

This little city has a community center school plant consisting of a 22-room school, equipped fully for vocational as well as academic work, a 99-year lease on 80 acres of land for county fair and experimental purposes, 10 acres of campus, 10 acres for school gardening, and 32 lots for a library investment. There are six districts sharing in this plant, just such a situation as State Superintendent Josephine Preston contemplates in her community center plan of rural school organization through which she is conducting the first series of state-wide boys' and girls' contests and in which she is financially assisted by the bankers as well as the state.

Just what Waterville is doing is best told in the words of a report to Mrs. Preston from County Life Commissioner A. L. Rogers, who is a co-worker in Waterville with George P. Wiley, chairman of the educational committee of the State Bankers' Association. Mr. Rogers says in part:

"Twenty years ago I operated a grist mill in this section and the wheat tested as high as 44% gluten—today the tests run from 20% to 30%. This shows that we are wheating the life out of our soil and

that diversified farming must come. But the farmer can not change at once. The agricultural high school in his community must solve the problems and lead the way for him.

"We have taken advantage of the farm director bill passed by the last legislature and have arranged to have a county director. We will build him a model cottage on our demonstration grounds where he may work with our science instructor in connecting up the theoretical and practical sides of this work.

"In Douglas County the seasons are short and the rainfall light. We need varieties of wheat that mature early and get out of the way of the hot winds. Now, we have noticed in all our fields that there are some heads that mature several weeks earlier than the rest. On our demonstration farm we are going to set the boys to work right on this suggestion, giving to each an acre and offering a prize of \$25 for the boy who makes the best showing at the county fair.

"Each boy will carefully select and study his early heads and be on hand at the fair to tell the farmers just what he has done. These selections will be used as seed the following year. When he has his entire acre bred up to a high standard of perfection, we will find a few farmers who will use his seed and pay the five cents per bushel premium on their crops until we get the entire county stocked with a well adapted seed

"We are going to work along similar lines with oats, barley, potatoes, flax, and other farm products. In the department of animal industry we have visions of community co-operation in true breeding. In this department we will utilize the feed produced on our 80-acre demonstration farm.

"Our high school auditorium will be open to the use of the Farmers' Unions and other public gatherings. The gymnasium will be open at stated hours to the young business men, clerks and young men from the country. The July races, potato carnivals, and fairs will be held on our demonstration grounds. We are convinced now that we do not have to have state aid in this work, but feel that after all self help is the best. Through community center co-operation we can do it all."

THE SALT LAKE MEETING, N. E. A.

FROM first to last, and barring minor details, the 51st annual convention of the National Education Association was a decided success. In all matters save that of memberships alone, it left little to be desired. The actual registration of teachers was over 4,000, there being twice that number of persons present from outside the city. The timeliness and character of the papers and discussions, the entertainment provided for the visitors, the music and literary features, the hotel accommodations, the excellent organization in its minutest detail, the work of the local executive committees and withal the good fellowship that prevailed,—all conspired to make the 1913 session memorable.

Through his uniform courtesy, his abounding good nature and desire for fair dealing, Pres. Fairchild kept every part of the machinery running smoothly. Sec. Springer met every demand imposed upon him. The election of President Joseph Swain of Swarthmore College to the presidency of the association for the coming year was a deserved compliment. Dr. Swain did not seek the office and would not have permitted his name to be discussed had there been any factional fight. The favor in which Treasurer Grace M. Shepherd of Idaho is held was evidenced by her re-election to that office.

Among the vice-presidents elected were A. C. Nelson, Supt. Public Instruction, Utah; L. R. Alderman, Supt. at Portland, Ore.; Mary C. C. Bradford, Supt. Public Instruction, Colorado; Rose A. Bird, Supt. Public Instruction, Wyoming. J. Stanley Brown of Joliet, Ill., was made chairman of the board of trustees. Geo. B. Cook of Arkansas became a member of the executive committee by election. A. J. Cloud of San Francisco was re-elected the State Director from California. The member of the nominating committee from California was Miss Emma J. Breck of Oakland. Mrs. Josephine C. Preston, Supt. of Public Instruction of Washington was elected to the only vacancy on the National Council of Education.

As a place for general meetings the Tabernacle offered facilities unsurpassed. The sessions were well attended. There were many disappointments at the section meetings when speakers scheduled failed to appear. Speakers are many times prevented at the last moment from attending. However, no one should accept appointment on a program who is not reasonably certain of being able to carry out his obligation.

A BANQUET OF MUSIC

If there was a keynote in the convention it was social efficiency and rural betterment. Little theory, with great emphasis upon what has been done, and how, made the programs constructive.

One might have thought that music was the silverthread to tie together in harmony the Salt Lake meeting from the time when Carroll G. Pearse called the first session to order until Pres. Fairchild's gavel indicated the "end of the play." Nowhere has such music been offered before a meeting of the N. E. A. Mr. Horace Ensign, Mrs. Emma Ramsey-Morris and others as soloists; Mr. Evan Stephens, director of the worldrenowned Tabernacle choir; Mr. J. J. McClellan, who touched the keys of the great organ as with a magic hand—these and others spread a musical feast long to be remembered.

Director Stephens wrote a song of welcome especially for the occasion, and as the voices, numbered into the hundreds, joined in the greeting, every visitor knew the welcome was sincere. And then the "Hallelujah" from the Messiah; and Haydn's "Creation," given in the late afternoon under God's open sky and with the blue horizon shading into the distance for a curtain and all nature as a stage-setting—what wonder that under such influences every city and hamlet in the state of Utah carries the true musical spirit into the public schools.

THE NATIONAL COUNCIL

There were two great meetings of the National Council of Education under direction of President Chas. H. Keyes, who in his three year term of service has prepared and carried through some programs of far reaching importance. The report on Teachers' Salaries, Tenure and Pensions, chairmaned by Pres. Jos. Swain, was perhaps the most valuable document ever presented to the Council. The data gathered by Chairman Swain and his committee members, together with the sifting of the evidence and the conclusions as reached, should have the attention of every teacher in America. The report on Health Problems in Education, through Drs. Thos. D. Wood and R. W. Corwin were epoch making. The great work of the Council is to be carried on under the direction of Pres. Robt. J. Aley with Principal W. B. Owen of the Chicago Normal School as secretary.

SOME NOTABLE SPEAKERS

Hon. P. P. Claxton, U. S. Commissioner of Education, was always listened to with interest and profit and always given a hearty reception. Supt. Alderman of Portland was thoughtful and helpful. State Supt. of Colorado Mary C. C. Bradford, convinced her hearers of her grasp on educational philosophy. Of those making varied and valuable contributions to the program were Clarence D. Kingsley, E. O. Holland, C. G. Pearse, Z. X. Synder, Milton C. Potter, C. A. Duniway, Arthur L. Wiliston, Miss May Gearhart, Wm. A. Wetzell, A. E. Winship, Miss Alba Bales, Edward Hyatt, Orson Ryan, M. B. E. Groszmann, Mark Keppel, Fannie Fern Andrews, Van Eyrie Kilpatrick, Thos. E. Thompson, J. Y. Joiner, David B. Johnson, E. E. Scribner, Thos. A. Mott, and scores of other men and women east and west.

ENTERTAINMENT

Supt. A. C. Nelson, Supt. D. A. Christensen of Salt Lake City, F. W. Reynolds, Editor *Utah Educational Review*, Prof. Byron Cummings, Chas. D. Ting, Horace H. Cummings, and educators and friends throughout the city and state constituted the various committees that made the meetings a success. The street and hall decorations have nowhere been more extensive or artistic. The trips during and after the session to great Salt Lake, the copper mines, and the beautiful canyons and rich valleys adjacent to the city were educational in the extreme. An illustrated lecture on "A Changing Orient" by Principal R. S. Wheeler of the Piedmont School of Oakland was thoroughly enjoyed. A series of illustrated lectures throughout the week on the industries and institutions of Utah was offered by prominent local speakers. A reception was tendered the visitors one afternoon and evening at Salt Air, at which time ex-Governor Edward H. Hock of Kansas spoke in the great Hippodrome in the afternoon, and in the evening Arthur H. Chamberlain gave an illustrated lecture on "Our Western Wonderlands."

OAKLAND FOR 1915

From California and the Pacific Coast there was a large delegation at Salt Lake. Director Joseph E. Caine of the Oakland Commercial Club, together with Supts. Geo. W. Frick, A. C. Barker,

and E. Morris Cox headed a delegation that went by special train. Resolutions passed the old board of directors, the active membership body and the new board of directors recommending that the 1915 meeting be held in Oakland and favored the holding of an International Congress of Education at that time. A strong preferential vote favored St. Paul as the meeting place for 1914.

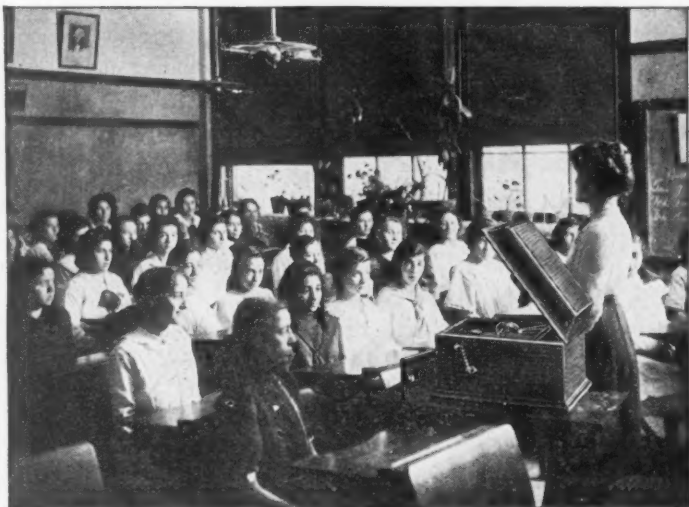
The various papers of Salt Lake City were more generous in the space offered and more discriminating than has been the press of any city in which the N. E. A. has met. Sensationalism was minimized. Prof. J. W. Searson of the State Agricultural College, Kansas, acted as press agent, and never have the results been so satisfactory as at Salt Lake. The N. E. A. will do well to secure Mr. Searson as regular press agent at the annual meetings.

DOUBLE THE ACTIVE MEMBERSHIP

Every teacher throughout the country should have a personal interest in the National Education Association. The endeavor to increase the active membership should meet with hearty response. This is the greatest national body of educators in the world. California and the Pacific Coast should unite with the Middle West and the East in doubling the active membership during the year. The 1914 meeting should be a marked success in this regard. The 1915 meeting in Oakland should break every record for attendance and value of program.

It was an inspiration for the old members to meet again former Secretary Shepard. No address of welcome could be more appropriate than that delivered by Governor Wm. Spry. The sincere and lofty utterances of Supt. Nelson drew him closer than ever to every member of the N. E. A. Supt. Christensen demonstrated what proper organization can accomplish. The men and women throughout the United States who went to Salt Lake City, returned to their homes with a better understanding of and closer feeling of friendship for the men and women of Salt Lake City and Utah than ever before. The meeting was indeed a success.

Arthur H. Chamberlain.



Teaching Music Appreciation in Public School No. 147, Brooklyn, N. Y.

Will there be a Victor in your school this fall?

If you attended any of the Victor lectures and demonstrations given all over the country at the various educational conventions, summer schools, and universities, you will want a Victor in your school.

A year ago you may not have appreciated what the Victor would mean to you—what a help it is to you in every branch of school work, what a force it is in the education of your scholars—but now its value has been completely proven.

One school after another has installed the Victor, one city after another has adopted it, until today the Victor is in actual use in the schools of more than 700 of the leading cities throughout the country.

The time to put a Victor in your school is right now at the beginning of the term.

Ask any Victor dealer to give you a demonstration in your own school. Or write to us for booklets and full information.

Public School Educational Department
Victor Talking Machine Co., Camden, N. J.



Gleanings

Superintendent Hyatt announces the annual meeting of county and city superintendents to take place the week of September 22d. The location has not been determined at the hour of going to press.

The work of Dean Rieber and his associates in the summer sessions, University of California, is attracting attention the country over. A summer session of 2,700, four times the enrollment of many state universities, shows what can be done under proper administration and through modern courses of instruction.

Says Supt. P. S. Smith of Placer County, in a communication to his teachers: "If we would secure the best results in our work we must work enthusiastically as well as faithfully."

At Eureka the \$150,000 issue of high school bonds was sold September 10th. The school will be pushed at once.

His many new California friends will sympathize with Supt. C. C. Starr of Fresno. Mrs. Starr, who was soon to have joined her husband, passed away suddenly in the East. She leaves a large circle of friends in Topeka.

Oakland has followed the lead of San Francisco and Alameda in establishing a bureau of public lectures. R. S. Wheeler, principal of the Piedmont school, is director. An attractive series of lectures is planned. Mr. Wheeler is the official lecturer on the S. S. Cleveland.

The City Club, Chicago, will hold an exhibit, devoting large space to school buildings and grounds, with attention to sanitary features, lighting, seating, etc. Suggestions should be sent to Wm. J. Bogan, Chairman Subcommittee on School Buildings and Grounds, Sedgwick and Division streets, Chicago.

The high school building in Pasadena, just vacated for the new \$500,000 modern plant of which Norman F. Marsh is architect, is to be used for seventh and eighth grades only. Paul Stewart is principal.

The San Luis Obispo schools are developing rapidly. With A. H. Mabley as head of both high and grammar schools, and Karl F. McMurray as vice-principal of the high school, and with fewer changes in the corps of teachers than ever before, the outlook is promising.

At the N. E. A. at Salt Lake a most creditable exhibit of children's books and school art was made by the Children's Book Shop of Chicago. Miss Jenness M. Braden is the leading spirit in this enterprise.

The high school farm of 27 acres at Bakersfield offers suggestions to other localities where money could profitably be spent in this direction.

New Books in Industrial Lines

HOUSEHOLD SCIENCE AND ARTS

Josephine Morris, Supv. Household Science and Arts, Boston Public Schools.

A two years' book of instruction for the pupil, and a guide for the young housekeeper. Treats simply, but adequately, underlying scientific facts of sanitary housekeeping, nutrition, the preparation of wholesome foods, household economy. 340 simple recipes. Timely and practical. List price 60c.

NUTRITION AND DIET

Emma Conley, Director Domestic Science, State Normal School, Oshkosh, Wis.

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The first county institute in California for the year was held by Supt. Champ S. Price of Santa Cruz County at Mount Hermon, October 26th to 29th. The speaker for the first two days was Arthur H. Chamberlain; for the last two days, Lewis M. Terman.

Messrs. R. D. Faulkner, C. W. Mark and A. E. Kellogg are the three new intermediate school principals in San Francisco.

E. Morris Cox has been re-elected assistant superintendent of the Oakland schools for a period of four years and promoted to a salary of \$3,600.

The Palmer method of business writing has been adopted in the states of Idaho and Oregon.

The splendid new high school building at Woodland is now in use. It is modern in every particular. W. H. Weeks is architect.

Supt. W. P. Cramsie of Yuba County, who suffered severely from an auto wreck on the new state highway, is again at his desk.

Thirteen hundred freshmen at the University of California, probably the largest freshman class ever enrolled in any university in the United States. The total registration for the year will well exceed 5,300.

In San Diego County, under direction of Supt. Hugh J. Baldwin, a system of credits for home work has been developed. The new course of study, with emphasis upon "outside activities," will repay careful reading. "Our plan," writes Superintendent Baldwin, "is to give children as much credit for work performed out of school as for 'book larnin',' so keeping the spirit of Section 1665."

The California High School Teachers' Association had its summer meeting at Berkeley July 7th to 12th. There were general and section meetings and many round table discussions. The average attendance at each session was 125. Important among the topics discussed was that of a modern course of study, athletics, music and administrative problems. A committee was appointed to work out a new scheme for the apportionment of high school money. The committee on reorganization reported a plan for a state-wide organization, consisting of an elective president, appointive secretary, and six elected directors, with three-year terms, two to be elected each year. W. J. Cooper was elected president to succeed Lewis B. Avery. The summer meeting will be made a permanent feature.

Dr. Kendrick C. Babcock, formerly president of the University of Arizona, and for the past three years specialist in higher education in the U. S. Bureau of Education, has been appointed as dean of the Liberal Arts College, the University of Illinois.

At the State Normal School at Chico, the high school preparatory course has been dropped. This means that from now on only strictly normal school courses will be offered.

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Panama-Pacific International Exposition, opening day February 20th, closing day, December 4, 1915.

Over 2,000 primary and grammar school pupils in the city of Oakland attended the lectures last year given at the Oakland Public Museum.

Dr. E. R. Snyder, who has been associated with Supt. McLane in the management of the Fresno schools and in the state normal school at Fresno, has been elected superintendent at Santa Barbara. Mr. Snyder is one of the coming men in the educational field.

Domestic Science Courses are this year being conducted at San Diego High School. The courses are attracting much attention.

Prof. Samuel T. Black of San Diego, formerly state superintendent of public instruction and president of the San Diego State Normal School, has written a history of San Diego County. This is an inclusive work in two volumes, covering 1,000 pages. It is profusely illustrated. Dr. Black is well prepared to write such a book and it will be received with delight throughout the county and state.

The re-election of Hon. C. P. Cary as state superintendent of public instruction in Wisconsin for a term of 4 years speaks well for his past administration. This is Mr. Cary's fourth successive election.

Fourth International Congress on School Hygiene was held at Buffalo, N. Y., August 25th to 30th.

President Jas. A. Blaisdell of Pomona College has announced gifts aggregating \$415,000. This is the beginning of a one million dollar campaign. One hundred and fifty thousand dollars is contributed by the General Education Board.

The revised course of study for the Alameda schools shows that elective courses in French, German and extra English have been introduced in the upper grammar grades; penmanship is placed in the seventh and eighth. Emphasis is given the oral and written English work and the amount of formal grammar has been reduced.

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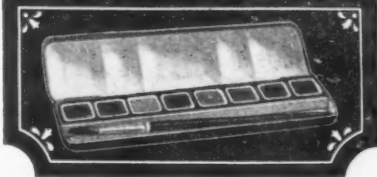
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Six states in the union have already set up systems of vocational education—Massachusetts, New York, Connecticut, New Jersey, Wisconsin and Indiana.

The history section of the C. H. S. T. A. at its meeting in July adopted resolutions of respect to the memory of Haven W. Edwards. A portion of the resolutions follows: "In the matter of professional zeal and spirit Mr. Edwards occupied a unique place among the history teachers of the Pacific Coast. Though a born teacher, he made ample preparation for his life's work and never failed to impress on the others the necessity for doing so. As secretary of the Pacific Coast branch of the American Historical Association he did most efficient work. In many ways he labored for better instruction in history and in his investigation into the archives of California, he undertook a labor of great importance, for the historical writers of the future." Signed by S. P. McCrea, Miss Laura Everett, W. A. Morris, committee.

Seventh Annual Convention of the National Society for the Promotion in Industrial Education, Grand Rapids, Mich., October 25th.

The Minnesota State Teachers' Association of County Superintendents favors the appointment of county superintendents by county school boards, composed of representatives from the various school districts.

"In Quest of Truth," a cantata excellent for school purposes, has been written, the music by Chas. H. McCurrie of Alameda, the words by Charles Keeler. The price is 75c of the Alameda Music Co.

Superintendent Hanlon of Contra Costa County has inaugurated a new feature in his office for the service of trustees and teachers, in the form of an information bureau, where teachers may learn of existing vacancies and trustees may get information as to available applicants, their qualifications and past experiences. This bureau will be of great assistance to country school boards of trustees.

President John H. Finley of the College of the City of New York has been elected Commissioner of Education for New York State, to fill the vacancy caused by the death of Dr. Andrew S. Draper. Dr. Finley has made an enviable reputation in his administrative work.

In Arizona the Legislature of 1912 provided for an annual scholarship of \$150 in the University of Arizona to be assigned to each county in the state. Appointment is determined by competitive examination. The scholarships apply to the first year only.

After 39 years as superintendent of the schools of Kansas City, Supt. James M. Greenwood becomes advisory superintendent at the same salary he has been receiving in the active position. In arranging thus with Mr. Greenwood the Kansas City Board of Education shows clear judgment. Mr. Greenwood has made a record not alone in the number of years he has been at Kansas City, but in building up one of the most efficient school systems in the United States. Never impatient for results,

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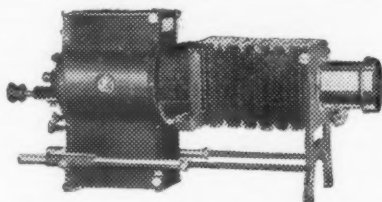
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but always with clear head, working toward a higher order of things, Mr. Greenwood has been able to secure betterments from the standpoint of improved curricula and of efficient administration that have drawn the attention of school people throughout the country. He has been one of the greatest elements making for progress in the National Education Association.

Departmental work in languages, drawing and music has been introduced into the Grand and Washington schools at Oakland.

Mrs. Lucy A. Smith of the Alameda school department has been elected to the San Francisco State Normal School. Mrs. Smith has done excellent work with sub-normal children.

In the Long Beach schools Superintendent Stephens has instituted a department of hygiene and physical training. A school savings bank and the introduction of night schools are other innovations.

The Milton Bradley Co. of San Francisco has completed arrangements to handle the Holden Book Covers on the Pacific Coast. The Holden covers have been standard for many years. Mr. Van Nostrand and the Milton Bradley people are to be congratulated on securing so excellent a product.

President Benjamin Ide Wheeler will take a six months' leave in Europe, where he now is. David P. Barrows, dean of the faculties, is the acting president of the university in the absence of Pres. Wheeler. Dean Alexis F. Lange and family are in Europe on a year's leave.

Director Ira W. Howerth, of University Extension at the University of California will be assisted by Miss Nadine Crump, who will be general organizer of extension work. Miss Crump is well prepared to assume the duties of this important post.

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LOS ANGELES

Say you saw it in the Sierra Educational News

Supt. Will C. Wood of Alameda spent the summer in attendance at the University of Michigan. He also visited schools in some of the big eastern cities.

The Oakland Board of Education recently ruled that only men should be employed as manual training teachers in the grades, although women teachers were not displaced. Teachers who can furnish evidence as having served as skilled mechanics are paid \$300 per year above the regular schedule owing to the great difficulty encountered in securing teachers of the best type.

Dr. Geo. L. Leslie, for many years director of the Department of Health and Development in the Los Angeles schools, has been appointed clinical psychologist for the city.

At the summer session of the State Normal School at San Diego 244 students registered. Twenty-five States were represented. The session was in every way a pronounced success.

Credit for home work done by grade pupils is to be given in Orange County. The plan is being pushed by Principal Chas. C. Smith of the grammar school, Orange.

At the recent N. E. A. meeting at Salt Lake City, the Joseph Dixon Crucible Company made a very suggestive exhibit of pencils, crayons and of art work produced with their materials. The company has just published a little book called "Dixon's School Pencils." A request sent to Jersey City, N. J., or to the San Francisco salesroom, 155 Second street, will bring one of these booklets. In it is described the kind and grade of pencil used for a given purpose, the making of pencils, and additional valuable information is included.

"California School House for \$500" is the title of a valuable little booklet issued by the Hon. Edward Hyatt. The descriptive text and excellent half-tones describe the out-door school houses at Fresno. There are foundation plans and specifications covering materials used in construction. This is an especially valuable publication.

The move by the Board of Education of San Francisco to take over and conduct certain of the kindergartens of the city, is most creditable. The Golden Gate Kindergarten Association, which organized and managed these schools to date has done an excellent work.

Resolutions upon the retirement of Superintendent McClymonds of the Oakland schools, were recently adopted by the Oakland Teachers' Club. Mr. McClymonds is worthy of the many high compliments paid him. A portion of the resolutions follow. They are signed by the committee, Zannette W. Potter, chairman.

"Resolved, That twenty-four years of faithful and devoted service rendered by him for educational betterment is an example to the teaching body and a real contribution to the professional history of the city and state, for he never seemed to weary in the performance of official duty.

Resolved, That by the firm and undaunted policy of his administra-

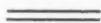
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tion; by the position to which he has raised Oakland's schools, by the acknowledged power of his pedagogical wisdom and foresight; by his sympathy with child life; by his compelling personality; by the genius of his constructive talents; by the persistency with which he maintained his educational views; by his consummate ability in molding boards of education to administrative policies, he has left a lasting impression upon the character of the Oakland School System."

Victor C. West of Northwestern University has been appointed to fill the vacancy in economics at Stanford University caused by the death of Dr. Burt Estes Howard.

Under the direction of Dr. M. E. Blanchard nine lectures were given in August in the course of free public lectures for adults in San Francisco.

The site of the new State Normal School in Los Angeles is being put in shape. Plans for the last of the group of ten buildings have been completed. This last building is to be devoted to the fine arts. The school will be pushed to completion. President Millspaugh and the faculty are to be congratulated. The plant promises to be as modern as any normal school in the country.

A. M. Croop has been elected supervising principal of the Half Moon Bay Union High School.

In Orange County, under Supt. R. P. Mitchell, there was spent last year more than \$108,000 in building grammar schools and \$172,000 in high school construction.

It is estimated that there are 300 teachers in California eligible to the new retirement salary act. There are 30 such teachers in Los Angeles County.



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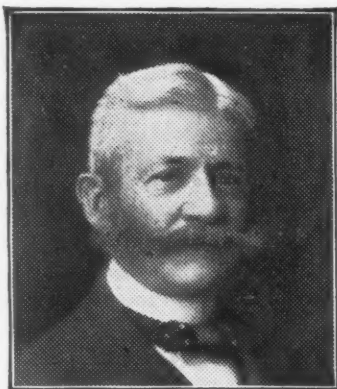
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"Concerning the Elementary Vocational School" is the title of a report made to the Board of Education of San Francisco by Dr. R. G. Boone of the University of California. This report is a thoughtful study of the make-up of the curriculum fitted for boys and girls 12 to 15 years of age and covering the upper grammar grades. In it is set forth clearly the relation between culture and vocation. The necessity for making literature usable and mathematics applied is strongly emphasized. The best teaching of the industrial processes for girls and boys is found to be inseparable from the artistic values. Nowhere does the province and curriculum of the elementary vocational school find a better summary.

Dr. E. C. Moore, who went from the Los Angeles superintendency to a professorship in education in Yale, has been added to the faculty of the school of education of Harvard University. Dr. Moore, by training and experience, is well fitted for this position. His work on the committee making the New York Survey was noteworthy.

Dr. E. O. Sisson, after making a great success of his work at Reed College, Portland, has been appointed commissioner of education of the State of Idaho, a position newly created. The salary is \$6,000. As teacher, organizer and administrator, lecturer, author, and man among men, Dr. Sisson is in the front rank. He is sane, progressive and well balanced. Idaho has made a wise choice. This is really the only position of its kind in the country, as the commissioner has charge of all schools from university to kindergarten.

At Stockton ground will soon be broken for the new high school building to house the sciences, agriculture and domestic science. A gymnasium and a shop building will soon be erected. The campus contains 12 acres.

John B. Corcoran, formerly of the Department of Agriculture of the Fresno Normal, has been elected principal of the Citrus Union High School at Azusa. Mr. Corcoran was recently married to Miss Mildred Linendoll, head of the Department of Domestic Science, Fresno Normal.

The Sather Campanile for the state university is to be 300 feet in height and will cost \$200,000.

The retirement of Supt. H. L. Heeter from the schools of Pittsburg was a great surprise to many. Mr. Heeter had made a distinct success as superintendent at St. Paul. Pittsburg offers opportunity for the doing of constructive work. It is to be regretted that Mr. Heeter's conduct was such as to bring discredit upon himself.

Brentwood, J. I. Martin; Ceres, J. P. Razlett; Compton, W. R. Mobley; College City, H. H. Sauber; Corning, C. J. Burrell; Dinuba, Chas. Carrigan; Dos Palos, L. D. McKinley; Downey, A. D. Hoen-shel; El Centro, M. R. Kerr; Etna Mills, H. Rode; Eureka, Jacob L. Neighbor; Fall Brook, G. M. Sheldon; Fillmore, G. W. Gastrick; Glendale, G. F. Taylor; Inglewood, G. A. Green; King City, H. M.

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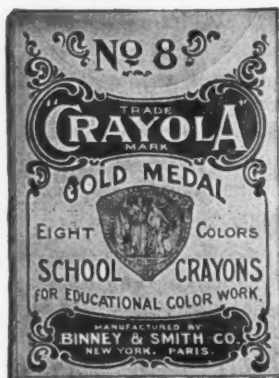
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Young; Lincoln, A. B. Martin; Lindsay, Frank Boren; Livermore, Bruce Painter; Madera, F. O. Mower; Morgan Hill, Lewis H. Britton; Paso Robles, Harry Willett; Placerville, John Daly; Porterville, Mr. Bouse; Riverside Polytechnic, Hugh Law; San Andreas, Jacob Keith; San Francisco Polytechnic, James E. Eddicott; Sanger, J. H. Pener; Santa Monica, J. E. McKown; Sonoma, H. Rowell; South Pasadena, H. S. Upjohn; South San Francisco, Geo. E. Britton; Susanville, C. G. Miner; Sutter City, S. S. Ray; Truckee, Edward Blackman; Visalia, A. M. Simons; Williams, E. F. Dyer; Willows, C. C. Childress.

In correlating the exhibits at the Panama-Pacific, with the programs of the congresses and conventions, added value will be given to all interested in education.

The second annual conference of the Physical Education Association of the Pacific Coast was held at Berkeley July 26-27. There were splendid demonstrations in the Greek Theater. Prominent as speakers on the program were Profs. Clark W. Hetherington, C. E. Rugh, T. H. Reed, Dr. Kate Brousseau, Mrs. V. C. Hicks, Mrs. J. W. Orr, Miss Fanny McLean. Dean L. J. Richardson presided at the meetings. The session was in every way a pronounced success.

An attractive hand book giving information as to courses in observation and practice teaching has been issued by the State Normal at Los Angeles. It is prepared by Prof. Everett Shepardson, who has charge of practice work.

The new course in home economics at the University of Arizona is attracting many. Sewing, cooking, business methods as applied to the home and like problems receive attention.

O. J. Kern, superintendent of Winnebago County, Illinois, and a national authority on agriculture and rural school betterment, has been appointed assistant professor of agriculture, University of California. Mr. Kern is well known as the author of the book "Among Country Schools."

James E. Addicott, formerly principal of the Prescott Grammar School, Oakland, has been appointed to the principalship of the Polytechnic High School, San Francisco. The salary is \$3,600. Mr. Addicott has done excellent work in Oakland, in New Orleans as principal of the Newman Manual Training School, and at San Jose Normal, where for many years he directed the manual training work. He is a graduate of San Jose and of Columbia University. Mr. Addicott's training and experience will be used to good advantage in building up a great school.

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Say you saw it in the Sierra Educational News

The Palace of Education at the Panama-Pacific International Exposition is going up rapidly. Chief James A. Barr of the Department of Education is planning to make July, 1915, "Educational month." This arrangement will permit teachers to attend many sessions of the various educational organizations that will meet, at an expense of but one trip to San Francisco.

R. W. White of Glendale High School succeeds Alton M. Brooks as supervising principal at Glendale City.

At Venice a bond issue of \$250,000 was carried on June 19th by a vote of 4 to 1. This is for union high school purposes. Principal Cree T. Work has made noticeable progress since taking hold of the Venice school two years ago.

A class of twenty girls, ages 10 to 12, are beginning an eleven years course at Bryn Mawr College, the first seven years of which will include interpretive dancing, gymnastics and athletic games, etc. During this time the girls will study, eat and sleep in the open air, from 9 in the morning to 3:30 in the afternoon. In the winter they will be protected by heavy suits, and glass windows will shield them from storms.

Dr. Frank R. White, director of education in the Philippines, died at Manila on August 17th. Dr. White visited the United States last year. He has been doing a great work as successor to Dean David P. Barrows who laid such a strong foundation for the Philippine educational system. Director White was one of the first American teachers to go to the Philippines.

Louis B. Avery, for some years past the principal of the San Jose High School, has accepted appointment in Oakland as assistant superintendent of the public schools. Mr. Avery has made an enviable record in San Jose. Indeed as principal of Redlands High School he demonstrated his right to be classed among the leading school men of the Pacific Coast. San Jose parts with Mr. Avery with keen regret. His work for the California Teachers' Association and for advanced school legislation is everywhere recognized. His salary is \$3,600.

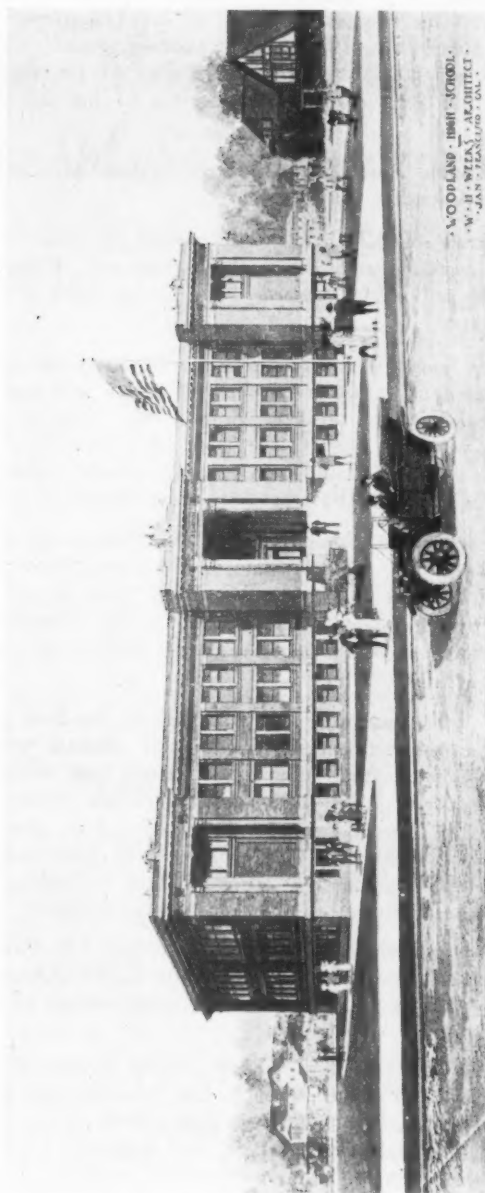
Thomas P. Thompson, formerly superintendent at Leominster, Mass., has been elected superintendent at Monrovia, succeeding E. D. Knepper. Mr. Thompson presented a strong paper before the general session of the N. E. A. at Salt Lake City.

The new course of study for the high schools of San Francisco has just been issued. Part I is for Patrons, Parents and Students and contains the classification charts of studies for the five high schools of the city. Part II is for high school principals and teachers, and embodies together with the charts, an analysis of the various requirements and courses. Each student is provided with a program card and list of instructions. This course of study warrants careful consideration by the educational interests of the state. The various schedules are worked out to best meet the

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Pacific Grove High School.....	40,000.00	San Leandro Grammar School...	75,000.00	Ransom Grammar School.....	15,000.00
Maxwell Grammar School.....	\$25,000.00	Burlingame Grammar School....	36,000.00	Orland High School.....	40,000.00
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needs of students in the several high schools. A. J. Cloud, deputy superintendent of San Francisco, has been working for months on this new schedule. It is one of the most suggestive courses in the country.

The G. & C. Merriam Co. of Springfield, Mass., have issued an attractive little booklet entitled "Jack," wherein some interesting questions are asked and answered and helpful suggestions offered on class drill in the use of the dictionary. Copies of the booklet may be secured by writing the company.

At Alhambra, M. R. Parmelee succeeds N. F. Smith as superintendent. Mr. Smith has done excellent work at Alhambra.

The bills relating to recent school legislation have been brought together by Hon. Job Wood, Jr., and compiled in book form and will be sent out from the state office to those who request them. Mr. Wood has done a real service in this.

"Science for the Fifth Grade" is the title of a book by Percy E. Rowell, Director of Science, The A-to-Zed School, Berkeley. Those who know Mr. Rowell's book on "General Science" will be glad to secure the new work.

A. G. Durfee goes to the superintendency at Whittier to succeed M. R. Parmelee.

New Mexico is steadily pushing forward in her educational work. The biennial report of State Superintendent Alvan N. White, which is the first report issued since New Mexico became a state, is a most suggestive document. Since 1891, when the public school system was established, progress has been rapid. Supt. White is to be congratulated upon the work he is doing and the policies he and his co-workers are shaping.

In the death of State Controller A. B. Nye the state loses one of its most efficient and trustworthy officers. For ten years Mr. Nye has served as controller. His place will be difficult to fill.

H. B. Wilson, who has made a notable record as superintendent at Decatur, Ill., succeeds C. C. Starr at Topeka, Kansas. Mr. Starr goes to Fresno.

The newly appointed British Poet Laureate, succeeding the late Alfred Austin, is Robert Bridges, a man nearly seventy years of age. Our frontispiece this month is from his pen.

On September 8th there will be a bond election at Chico calling for \$50,000 to provide increased facilities for the grade schools. Some 15 class rooms and assembly hall are needed. Under Supt. Camper's administration there has been tremendous growth in both high and grammar schools.

The amount of money in the State Treasury to the credit of the School Fund subject to apportionment June 30th, was \$572,566.30.

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The Los Angeles City Teachers' Club has issued a year book for 1912-13 attractive in make-up and design. In its 42 pages there is a list of officers and standing committees, the report of the president, Miss Edith M. Hodgkins, the list of club activities for the year, together with the constitution and by-laws of the organization and a complete roster aggregating 850 members. This club is doing a great work. It is aggressive and constructive in its activities and is offering through its lectures and other channels a rich treat for the people of Los Angeles. The club was organized in 1909. The club issues a regular bulletin, now in its third volume.

Superintendent Chaney of Glenn County has issued a supplementary arithmetic for the schools. It is drawn on practical lines and is made to supplement the state text.

Mr. C. M. Osenbaugh has been elected at the San Jose High School to succeed Principal Avery. Mr. Osenbaugh, who has been principal of the Southside High School of Denver for ten years past, is a broad minded and progressive man and comes with the highest recommendation of the Denver authorities. He is a graduate of the University of Denver.

In Yuba County there has been great activity during the year in school house building. A half dozen new and modern school houses have been erected this summer.

The Armijo High School district of Fairfield has voted \$70,000 bonds for a new high school.

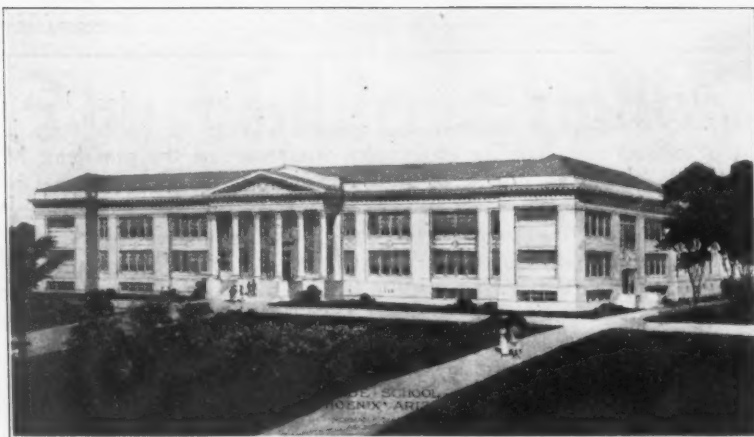
Salaries in some rural schools are on the increase. Mrs. Carlotta M. Bacon will receive this year \$110 per month to teach in the Collinsville school, Solano County. She has taught for several successive years in this same school.

The catalogue of the Emery School Art Company of Boston is most attractive. It contains excellent half tone reproductions of the old masters and of popular school room and educational pictures. Copy can be had by writing the company.

In the August 16th issue of the California Alumni Weekly appears an excellent photograph and a splendid appreciation of Hon. Hiram Warren Johnson, Governor of the State of California. This is written by Carleton H. Parker, '04. Gov. Johnson is characterized as "one who has wrought for the public welfare."

The Clear Lake Chautauqua Assembly in its first session at Lakeport during July was a decided success. The Chautauqua will be continued next year. There is no better place in California for such a session than on the shores of Clear Lake.

Dr. Maximillian P. E. Groszmann, known nationally for his work in the study of exceptional children, is spending some time on the Pacific Coast and has given a number of valuable lectures around the Bay.



MONROE GRADE SCHOOL, PHOENIX, ARIZONA
NORMAN F. MARSH, Architect,
Los Angeles, Cal.

Our youngest Commonwealth is laying her educational foundations in a manner that may well be the admiration and envy of many of her older sisters of the Union. Probably **no other city** of its size and wealth has made greater strides educationally in the past few years, than has the **Metropolis** of the opulent **Salt River Valley**.

The above illustration represents the latest addition to the already splendid school facilities of the city of **Phoenix, Arizona**. This structure, devoted distinctly to the **work of the grades**, will be without a peer in the West. Planned along most advanced lines, it embodies all that is best and substantial in **construction, administration, sanitation, lighting and ventilation**. The structure houses, the administrative department, twenty class rooms, teachers' rest rooms, a complete equipment for the teaching of Sewing and Domestic Science and a well rounded Manual Training Department, an auditorium equipped for moving pictures, and with commodious play rooms, complete the facilities of this splendid "Temple of Learning." Built of cream pressed brick in the stately classic, it is a structure that may well stir the pride of the community whose public spirit made it possible.

Since the advent of Supt. Loper in the management of the City Schools, marked advance along all lines has been the result, and he and his Board of Trustees may be justly congratulated on this monument to the children's advancement, which they are now building. The structure is to be practically fire-proof, and will represent an expenditure of \$130,000.00.

Say you saw it in the Sierra Educational News

At Willows a bond election is to be called for a \$50,000 high school building. Orland, in Glenn County, will soon begin the erection of a \$40,000 high school with W. H. Weeks as architect. Four rural school houses at an average cost of \$5,000 are being built in this county. Concrete is the material most used.

The University of California is offering a course in Gregg Shorthand, Rational Typewriting and Office Training. Mr. J. Evan Armstrong has been appointed as instructor. Mr. Armstrong is a graduate of the Central State Normal School, Oklahoma, and is a successful teacher and business man, splendidly equipped for the work.

The Vacaville High School will offer this year a course in domestic science.

Manual training and sewing will be introduced in the Vallejo schools under direction of Supt. G. B. Whaley.

W. S. Marten, formerly instructor of manual training in the San Jose High School, has accepted a position in the State Normal, San Jose.

The Mothers' Pension Commission of the state has been named with Miss Lillian R. Matthews as chief. Miss Matthews has been connected with the University of California and her work admirably fits her to serve on this commission.

It is announced that an exchange plan for teachers has been arranged at Pasadena. Teachers from this city will spend a year in other cities which locations will in turn return the compliment. Seattle, Portland, Washington and New Orleans have already agreed to the plan.

The dedication exercises of the new building of the State Normal School of Manual Arts and Home Economics were held at Santa Barbara, August 29th. President Ednah A. Rich is to be congratulated upon the work she is doing.

The University of California is becoming a real continuation school. A series of courses have been inaugurated for evenings, Saturday mornings and late afternoons of week days, for the benefit of business men and teachers. Economics, English, education, geography and Greek and other subjects will be offered.

The National Council of Teachers of English has appointed a committee to investigate the study and teaching of the English branches in the country schools and to suggest methods of improvement.

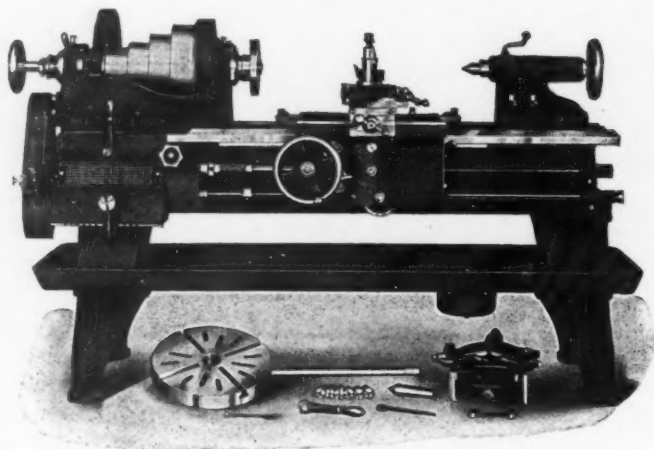
Mr. Louis C. Butler is to be supervisor of manual training of the Santa Clara schools. Mr. Butler was formerly of San Jose.

In the passing of Thomas Jonathan Phillips, since 1907 the assistant superintendent of the schools of Los Angeles County, the state loses one of its most efficient educational servants. "Tom," as he was familiarly known to his close friends, was a native Californian, born in Yolo County, where his first teaching was done. In 1894 he was made principal of

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one of the Los Angeles city schools, and received promotion after promotion in the principalships of the city.

As a teacher, Mr. Phillips was a power; as an advisor he was clear minded and sympathetic; as a friend he was true and loyal. Lovable in disposition, optimistic in temperament, considerate of the misfortunes of others, genial and generous, he made many friends and held to all he made. He possessed business ability of a high order; was treasurer of the Southern Section, C. T. A., for seven years and at his death was treasurer of the Pyramid Investment Co.

"Tom" Phillips was a man as well as a pedagogue. And because he sacrificed that he might serve others, he leaves an army of men and women, once boys and girls, who join with widow and son in blessing his memory.

Stanford University has received from Japanese residents in San Francisco funds for the establishment of an instructorship in Japanese history and government.

Supt. Roncovieri of San Francisco said in a letter recently addressed to the members of the school department: "The progress of the department is marked by three significant changes: 1, The adoption and inauguration of a new high school course of study; 2, The establishment of three intermediate schools, namely, Horace Mann, Crocker and Hamilton; 3, The larger recognition of the kindergarten as an integral part of the school system, namely, in the Bernal, Bryant and Noe Valley schools.

Mr. W. G. Hartranft, Pacific Coast manager of Silver, Burdett Co., was the chief lecturer at the Kings County, Wash., institute beginning August 26th. Mr. Hartranft is well known in the State of Washington, where for years he was a county superintendent, and he returns there each year for institute work. He spoke at the Siskiyou County, Cal., institute Sept. 2d.

Supt. Mark Keppel of Los Angeles County will hold three series of local institutes and will meet for three days with the California Teachers' Association, Southern Section, in December.

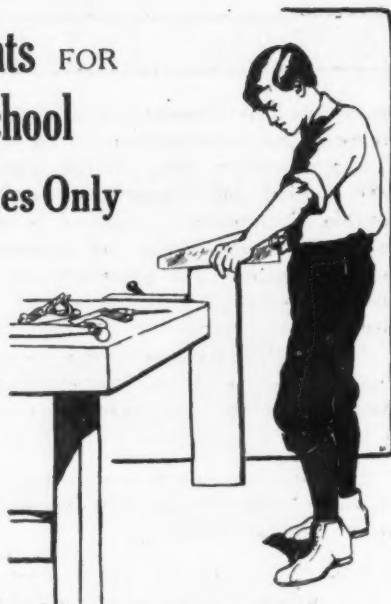
Dr. H. W. Fairbanks, who for the past two or three years has been traveling and studying in Europe and Asia, is again at his home in Berkeley. Dr. Fairbanks is an authority on geography. He will be available during the year for lecture work in his chosen line.

Dr. E. S. Gowen, who came from the presidency of the New Mexico Normal University to the superintendency of National City, has accepted the principalship of the Kern County High School. In connection with this he is to organize a junior college as well as a normal department. Dr. Gowen is well equipped for this work and the people of National City lost him with keen regret. Bakersfield is to be congratulated in securing so able a man.

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Our Book Shelf

THE TEACHER'S HEALTH, A STUDY IN THE HYGIENE OF AN OCCUPATION. By Lewis M. Terman, Assoc. Prof. of Education, Leland Stanford Jr. University. Houghton, Mifflin Co., pp. 137, price 60c.

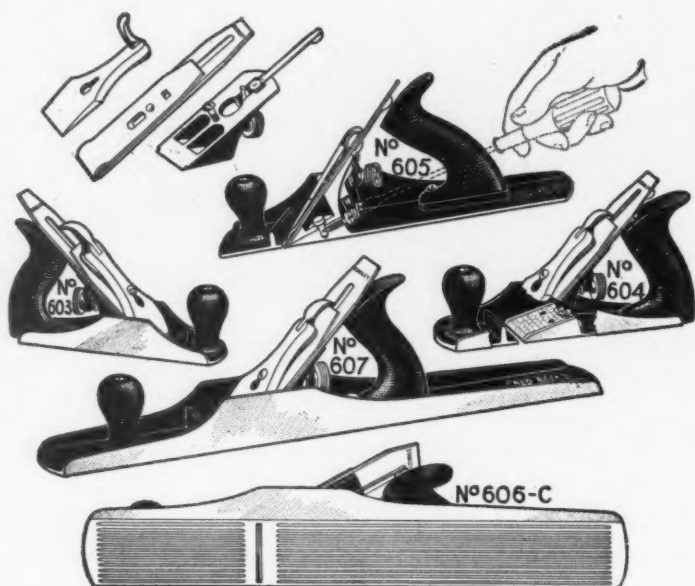
This book in the Riverside Educational Monograph Series, edited by Dr. Henry Suzzallo, is one of the most important of the series. Prof. Terman is admirably prepared to write upon the general subject of the teacher's health. Under such chapters as "Mortality Rate and Physical Morbidity," "The Margin of Safety," "Health Suggestions for the Teacher," "The Hygiene of Character," "The Responsibility of Normal Schools," the author sets forth the most fundamental principles underlying proper health conditions and offers constructive suggestions as to health and sanitation, and the relation of health to proper schooling. The book will find a place on the teacher's desk and in the library of superintendents and executives of schools. A helpful bibliography on health and hygiene and the relation of character-building to proper physical conditions is appended.

THE SILVER-BURDETT ARITHMETICS, Book III. By Geo. Morris Phillips, Prin., and Robt. F. Anderson, Prof. of Mathematics, Westchester, Pa., State Normal. Silver, Burdett & Co., pp. 363, price 45c.

This is the third book and completes the series of arithmetics by Phillips and Anderson. Book III is intended for the seventh and eighth grades and provides a thorough review of the work covered by the other two books in the series. The book is applicable as well to work above the grades and excellent drill problems both oral and written are provided. The application of the arithmetic to the every day affairs of life is noted. That the book is modern is evidenced by the fact that such subjects as the parcels post, postal savings banks, etc., receive adequate treatment. Much of the old time arithmetic embodying theoretical problems is omitted. The illustrations are excellent.

MINIMUM ESSENTIALS, Sheets of Graded Questions in Arithmetic and Language. By Thomas E. Thompson, Supt. Monrovia, Cal., formerly Supt. of Schools, Leominster, Mass. Ginn & Co.

These minimum essentials in packages of 500 sheets; all sheets in a given package being alike, are \$1.00 for the oral test and study papers and 90c for the written test papers. In arithmetic the first sheets of the oral test and study papers contain the facts of numbers from 1 to 10. Then follows addition with two figures, three figures, etc. Subtraction with facts through 20, and more difficult problems in multiplication, division and denominate numbers. In this oral work the pupil is required to answer rapidly and without hesitation. The papers for written tests



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are so arranged that the pupil may see the problem and answer readily and instantly. The sheets on language and grammar are even better than those on arithmetic, and cover such subjects as punctuation, sentence building, correct usage, parts of sheets, irregular verbs, etc.

PRIMARY MANUAL WORK. A suggestive outline for a year's course in First and Second Grades. By Mary F. Ledyard and Bertha H. Breckenfeld, with drawings by Lucy Savage Wilson and cover design by May Gearhart. Milton Bradley Co., pp. 122, price \$1.20.

This book with its outlines of work in the manual lines for the primary grades together with its many pages of drawings constitutes a working library. It deals thoroughly with the first and second grade problems, taking up basketry, weaving, clay modeling, paper folding and cutting, hammock making, knitting, bead stringing and the like. The construction problems are related to the other work of the school and enrich the history stories, literature, geography and number work. There are included several full page photographs, including a completed doll's house with furnishings, a clay mission, types of weaving and textile work, and basketry. The outlines are detailed and directions explicit.

PUBLIC SPEAKING FOR HIGH SCHOOLS. By Dwight Everett Watkins, Prof. of Public Speaking and Instructor in English Literature, Knox College. American Book Company, pp. 183, price 75c.

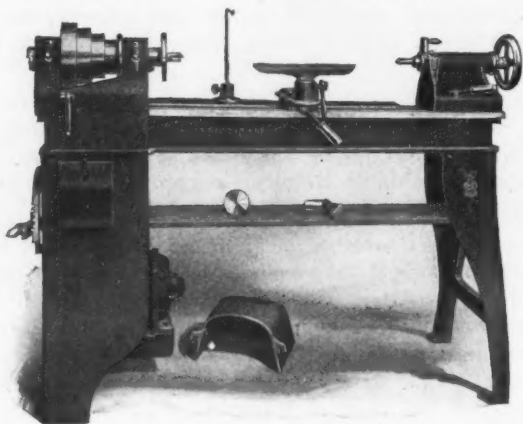
At this time when such attention is being given to public speaking and expression on the part of high school students, this book by Prof. Watkins is well timed. It gives in simple and clear form the fundamental principles underlying good delivery and expression and examples are cited as illustrations. Many practice exercises are included in the book to develop the voice, actions, and gestures. The numerous and excellent photographs and full page illustrations add greatly to the value of the book. There are many brief oratorical selections included, both in prose and verse. The appendix contains directions for writing an oration and how to train for contests. The book is exceedingly useful.

ANCIENT HISTORY. By Hutton Webster, Prof. in the University of Nebraska. D. C. Heath & Co., pp. 665, price \$1.50.

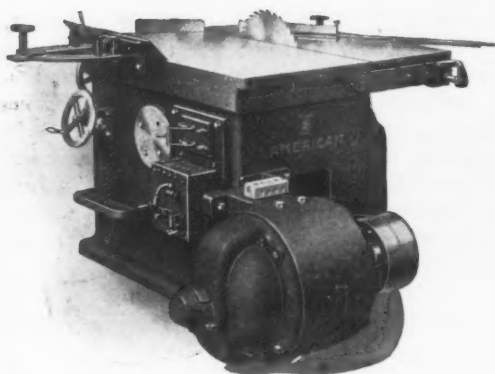
This ancient history is prepared by a man who by training and experience is well qualified to discuss a subject that has so long had a place in high school courses of study. The subject is approached from the human point of view, and the aspects of history that have a bearing upon present day development are emphasized. The author has realized that our social, economic and industrial problems have been worked out on the basis of past experience and such problems of ancient peoples are given full treatment. Individuals and movements rather more than dates and details are emphasized and much non-essential matter, so frequently

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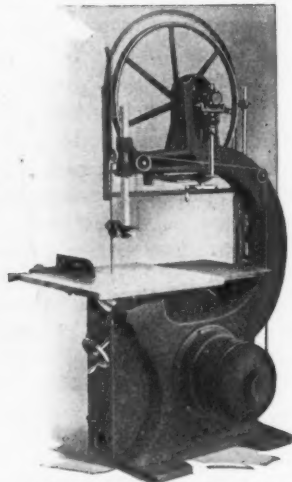
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included in ancient histories, has been left untouched. The maps and illustrations are excellent, and the make-up of the book, with the box heads or indented sub-titles, is advantageous.

LAKE ERIE AND THE STORY OF COMMODORE PERRY. By Edward Payson Morton, received through McMinn & Gear, 125 Pingree St., Detroit, Mich., pp. 104, price 25c full cloth, 15c stiff paper covers.

This little book in the Great Lake Series printed on tinted paper and containing suggestive illustrations, is an entrancing story of the great commodore and the Lake Erie country. It makes excellent supplementary reading and amplifies the history. This book is timely, in view of the general observance of the Perry centennial.

THE GOLDEN DEED BOOK, A SCHOOL READER. By E. Hirshey Sneath, Prof. in Yale University, Geo. Hodges, Dean of the Episcopal Theological School, Cambridge, and Edward Lawrence Stevens, Assoc. Supt. Schools, New York City. The Macmillan Co., pp. 351, price 55c.

This book in the Golden Rule Series is well up to the standard set by former books. The five preceding volumes were entitled The Golden Ladder Book, The Golden Path Book, The Golden Door Book, The Golden Key Book and The Golden Word Book. These six volumes are a veritable library for the use of home or school as a foundation for proper teaching in morals, manners and civic righteousness. The Golden Deed Book is well illustrated and contains both prose and verse selections from the best authors, well chosen to suit the needs of boys and girls in the grades. There is no "preaching" done, the selections carrying their own lesson, many times drawn from the great characters in history.

IDEALS AND DEMOCRACY. By Arthur Henry Chamberlain. Rand, McNally & Co., pp. 173, price \$1.

Hidden by an unpedagogical title, "Ideals and Democracy" presents some wholesome and suggestive truths for teachers. As might be expected from one who has been so thoroughly identified with industrial and technical education, this aspect of human training has been presented with vigor and originality. Chapters IV, VI and VIII will be found particularly stimulating: not less to the classroom teacher than to one whose business it is to direct educational policies. But throughout the book, even in the vocational education chapters, the first term of the title is fully justified. Whatever one's studies in the schools, or one's occupation in the industrial world, "High ideals must be developed, . . . and all must work toward their realization." And again, there can be no true democracy until the ideal of all men shall grow into a national ideal.

The concrete illustrations are chosen with fine discretion and used pertinently. The book has a healthy tone, and will repay a careful reading.

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ELEMENTARY SCHOOL STANDARDS; INSTRUCTION; COURSE OF STUDY; SUPERVISION. Applied to New York City Schools. By Frank M. McMurry, Prof. of Elementary Education, Teachers' College, Columbia Univ. World Book Co., pp. 218, price \$1.50.

This is volume two of the School Efficiency Series edited by Prof. Hanus of Harvard. In it Dr. McMurry considers in his usual clear and forceful manner the many standards and tests that should be used in determining the efficiency of any school system, and shows how these standards may be applied. In the portion of the book dealing with courses of study, the various subjects of the elementary school are taken up and analyzed, conclusions drawn and recommendations made as to greater efficiency and added improvement. Principals and administrators generally will be particularly interested in the section devoted to supervision, and here again is set forth clearly the standard by which the quality of supervision may be judged. The conditions prevailing in New York City especially receive attention. The conclusions and recommendations as set forth by a man of Dr. McMurry's standing, are of the highest importance.

PUBLICATIONS RECEIVED

- Medical Inspection of Schools, by Gulick and Ayres.
 The Modern School House, Third Edition, by R. W. Corwin, M. D.
 University of Southern California Bulletin, Year-Book for 1912-13.
 Alameda City Schools, Course of Study, 1913.
 The Newton Public School, Annual Report of the School Committee, Newton, Mass., Vol. LXXIII, 1912.
 Mills College Bulletin, Catalogue for 1912-13, Announcements for 1913-14.
 The Sleep of School Children, Parts 1, 2 and 3, by Lewis M. Terman and Adeline Hocking.
 United States Bureau of Education:
 Prison Schools, by A. C. Hill.
 Industrial Education in Columbus, Ga., by Roland B. Daniel.
 Good Roads Arbor Day, compiled by Susan B. Sipe.
 Bibliography of Industrial, Vocational and Trade Education.
 A Comparison of Public Education in Germany and in the United States.
 The Georgia Club, by E. C. Branson.
 Illiteracy in the United States.
 Cal. State Board of Health Monthly Bulletins, March, April, May.
 Report of the United States Commissioner of Education for year 1912, Vols. 1 and 8.

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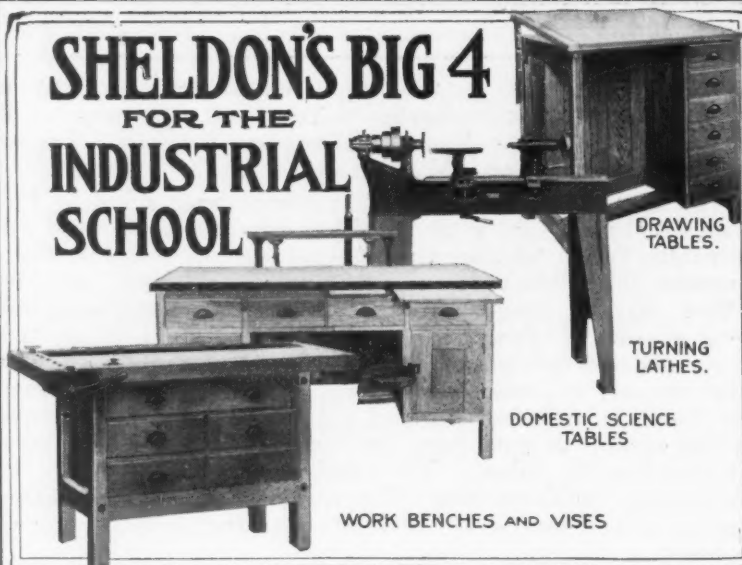
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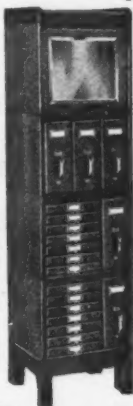
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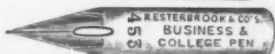
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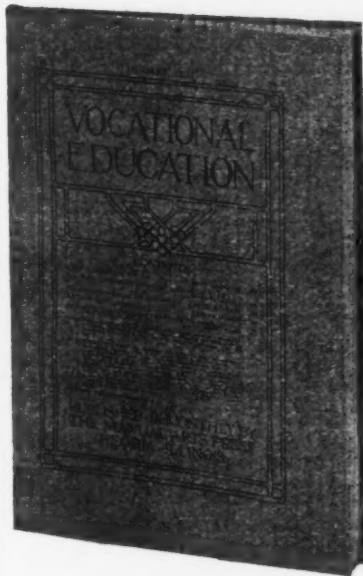
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